St. Mary's Reading progression skills and knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading-developing phonics	Set 1 and 2 sounds Ditties to purple books	Set 3 sounds Purple-Blue	Set1,2 &3 sounds Grey books Reading for pleasure/comprehension	Year 3 texts-longer chapter books with pictures	Year 4 texts-longer chapter books with fewer pictures Range of non-fiction or fictio	Wider selection of non-fiction and fiction books	Own choice of books and genres
Reading red/unfamiliar words	Red words introduced to read by sight	Red words to be red and spelt-part of spelling home learning	Red words to be read and spelt correctly in writing	Red words including homophone/homonyms	Spelling strategies included to practise spelling unfamiliar multisyllabic words	Red words accurate in all writing-children a ware of target spellings and correcting daily	Confidence in strategies for reading all multi-syllabic/unfamiliar words and pronouncing with accuracy
Comprehension	Answers are given verbally to simple retrieval questions.	One word written answers to retrieval questions Discussion around inference questions.	Difference between retrieval and inference is understood by pupils. Written answers in books.	Children can identify retrieval and inference questions and can answer 2 mark questions. Ordering of events in the story	Introduction of 3 mark questions-Point evidence, point evidence modelled and practised	Questions requiring evidence from the text-quotations taught. The author is suggesting that...	Arguing points of view about texts with evidence from the text-written answers. Opinions are supported with evidence.
Fluency	Reading with a story voice-practice with storytelling.	Beyond sounding out each word-phonetically decodable texts allow this	90 words a minute read a loud.	Reading aloud with expression and voices	Reading for interest to the reader and allowing greater	Reading aloud a range of non-fiction and fiction. Level 14-15	100 words per minute fluently read aloud with expression.

		Using expression for voices in the text- begin to recognise inverted commas for speech	-storytelling voice for reading	Beyond the robot voice	comprehension of text		Level 16
Retrieval	Simple one word answers verbally. Tick box questions	Simple one word answers verbally and starting to write. Tick box questions and joining lines	Finding and copying longer words and phrases from the text Tick box, lines, ordering questions	Writing a sentence to answer questions	2 mark questions- with evidence from the text	3 mark questions – point evidence, point evidence	Expressing opinions with evidence from the text
Inference	Verbally applying outside knowledge to a text	Making predictions based on story knowledge Guessing what might happen next.	Explaining thoughts and predictions with reference to previous reading experience	Writing sentence answers which show story knowledge and understanding applying outside knowledge	Providing evidence from the text in to support answers. It says in the text that... which means...	Writing about authorial intent- The use of the word... implies that... Not to make it more interesting!!	Provide evidence from the text to support ideas and thoughts and explain authorial intent and effect/impact on reader.
Authorial intent/language for effect	Collect synonyms- use them every day- Where are your spectacles?	Talk about words- build vocabulary Scale of language- which is the stronger adjective? Why??	Find and copy the word which means the same as- vocabulary building collecting synonyms	Talk about impact on reader- what impact does this have on you? Why has this word	Why does the author choose the word ….? Beyond to make it more interesting what is the	The author uses the word.... which implies/suggests that....	Suggesting alternatives- arguing and backing up your opinion In my opinion...

	Put on your wellington boots.			been used here?	impact on the reader?		The author uses the word.... which implies/suggests that....
Prediction	Why do you think this happened? What would you do?	Discussing what might happen next without looking ahead	Verbal predictions and finding evidence Comparing to other stories which exist.	I predict that …. might happen because Comparing to other similar stories.	I predict that... might happen because the author has written...	Beyond the written evidence- what is the author implying and how?? The fact that the author implies.... could mean that....	Exploring alternatives The use of the word/phrase.... suggests that.... or it could be that...
Summary	Can you retell the story? What happened to the character? Discussion	Class summaries of the stories/poems/books we have read	What is the topic of this sentence/story/paragraph?	What are the themes of the story? What is it about?	Tick the summary that is correct for the story/paragraph.	Write a one sentence summary.	Summarise the paragraph in one sentence. Summarise what happened in the story in 5 sentences.
Comparison and discussion	Class discussion: What other	Group by genre- introduce fairy	Write predictions and	Complete class comparison	Compare and contrast picture books-	Compare and contrast two texts using a	Compare opinions and stories in a

of texts and authors	stories does this remind you of? Display of similar stories Was this similar to...?	story, warning tale etc.	summaries which bring in wider reading	grids using bullet points to compare class reads.	write written Comparisions …. tells the story of …. On the other hand …. explains....	range of tables and written answers.	written explanation – stating a preference with evidence from the text.
Reading for information/research	Discuss answers to questions found in text	Give small passage with one question to find answer.	Teacher provides text for children to answer key questions based on.	Use passages to research specific idea/question/ topic. Guided by teacher.	Use books and websites provided by teacher to research specific question.	Choose books/websites to research topic provided by teacher.	Independently research Choosing topic and means of finding information.